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ABSTRACT

Self-administered survey questionnaires completed by 57 percent of the college faculty and a random sample comprising 10 percent of the undergraduate population provide information on who uses the College of Charleston's library materials and services, why they use them, and in what areas users are satisfied or dissatisfied with the library. Tables identify faculty response rate, position, and length of service, as well as student response rate, enrollment status, and major field of study. Responses to the two questionnaires are analyzed and reported, including faculty perceptions of the library as a resource tool for teaching and the adequacy of the collections, student participation in library instruction, and comments on services and operations from both groups. This survey was conducted in order to identify areas in which the library's materials and services can be improved or extended to better meet user needs and play a more active role in the educational process. (RAA)

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A USERS SURVEY OF THE COLLEGE OF CHARLESTON'S ROBERT SCOTT SMALL LIBRARY Conducted Spring 1980

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Introduction

In the Spring 1980 semester the Robert Scott Small Library (RSS Library) conducted a survey of the faculty and the undergraduate students in order to indentify areas in which the Library's materials and services can be improved or extended to better meet their needs and thereby play a more active role in the educational process. We wanted to learn who does and does not use the RSS Library; why the RSS Library is or is not used; how the RSS Library is used; and in what areas of the RSS Library's materials and services the academic community is satisfied and dissatisfied.

Methodology

Sample

The target population of this study consisted of the full-time, regular faculty, and the full-time and part-time undergraduate students. Other non-faculty staff, and graduate students were not included in the study because it was felt that their needs and uses might be significantly different. The total target population, therefore, consisted of 199 faculty members (excluding Library faculty) and 4369 undergraduate students.

All of the full-time, regular faculty were included in the study. Of the 199 questionnaires sent to the faculty, 113 or 57% were returned. Breaking this down by academic department, there were only six departments out of eighteen with a return rate of less than 50%, and only two with return rates of less than 40%. (See Tables 1 through 3 for a profile of the faculty returns.)

A random sample of 1000 undergraduate students (23% of the total undergraduate enrollment) was selected by computer to participate in the study. Of the 1000 questionnaires sent to students, 418 or 42% were returned. This was an actual sample of 10% of the students. (See Tables 4 through 6 for a profile of the student returns.)

Survey Instrument

Separate student and faculty questionnaires were developed (Appendices A and B). The questionnaires were distributed via the campus and U.S. mail services on March 14, 1980. Follow-up letters were mailed one week later.

	Number of Returns	Percentage of Total Department	Percentage of Total Returns
Biology	10	67%	9%
Business Administration & Economics	8	50%	7%
Chemistry	5	56%	4%
Computer Science	0	0%	0%
Education	13	81%	12%
English	9	50%	8%
Fine Arts	8	44%	7%
Geology	4	80%	4%
History	11	73%	10%
Languages	10	48%	9%
Mathematics	7	39%	6%
Philosophy	1	20%	1%
Physical Education & Health	4	57%	4%
Physics	3	43%	3%
Political Science	6	75%	5%
Psychology	8	80%	8%
Sociology	4	57%	4%
Urban Studies	2	67%	2%

Table 1: Faculty, Departmental Response Rate (Question 1)

	Absolute Frequency	Adjusted Frequency	Percentage of College Total
Instructor	6	5%	46%
Assistant Professor	41	36%	53%
Associate Professor	51	45%	62%
Professor	14	12%	56%
Unidentified	1	1%	

Table 2: Faculty, Position (Question 2)

	Absolute Frequency	Adjusted Frequency
1-3 Years	36	32%
4-7 Years	52	46%
8+ Years	25	22%

Table 3: Faculty, Length of Time at the College of Charleston (Question 3)

	Number of Returns	Percentage of Total Class Enrollment	Percentage of Total Returns
Freshman	111	7%	27%
Sophomore	86	7%	21%
Junior	91	11%	22%
Senior	105	14%	25%
Other	25		6%

Table 4: Student, Class Response Rate (Question 1)

	Absolute Frequency	Adjusted Frenquency	Percentage of Total Enrollment
Full-time	325	78%	10%
Part-time	85	20%	7%
Unidentified	8	2%	

Table 5: Student, Enrollment Status (Question 1)

	Absolute Frequency	Adjusted Frequency
Humanities	64	15%
Sciences	90	22%
Social Sciences	201	48%
Undecided	63	15%

Table 6: Student, Major Field of Study* (Question 2)

*Humanities: Classics, English, Fine Arts, Foreign Languages, History
Sciences: Biology, Chemistry, Geology, Math, Marine Biology, Physics
Social Sciences: Business Administration, Early Childhood Education, Economics, Elementary Education, Political Science, Psychology, Public Administration, Secondary Education, Sociology, Special Education, Urban Studies

Results

The results given have been adjusted for "missing answers" so that the "Adjusted Frequency" percentages are for those who answered the question being considered.

Faculty Survey

A. Library Use As A Resource Tool for Teaching

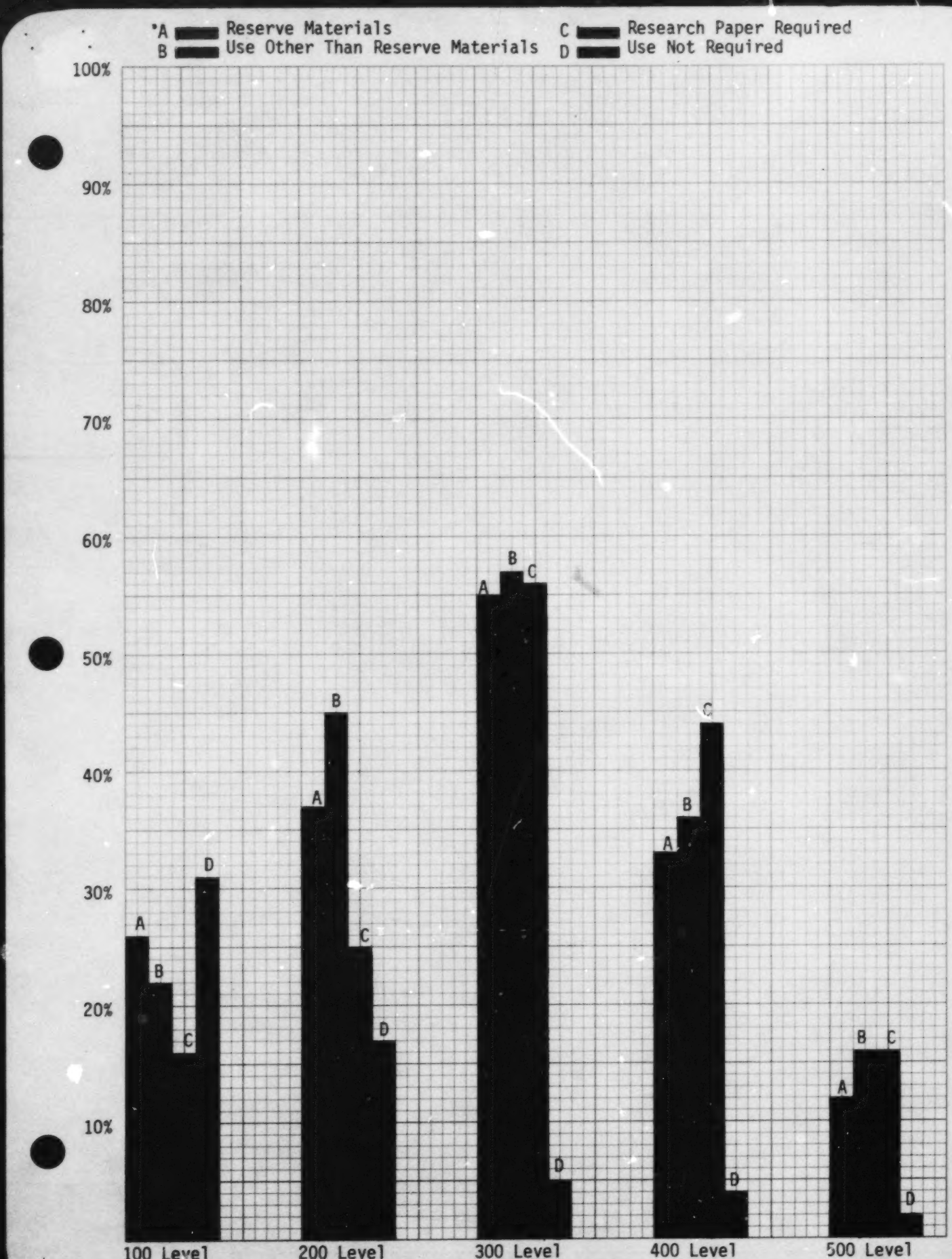
Question 4 dealt with the types of library use assignments given at the different class levels. The types of assignments were broken down into reserve materials, use other than reserve materials, research papers, library use not required, and another category for those who do not teach a course at that class level. It was found that library use assignments are given by a large majority of the faculty at all class levels. The highest percentage of "use not required" answers was given at the 100 level courses, and here it was only 31%. For each type of assignment, it was found that the frequency of the assignment increased steadily from the 100 level to the 300 level, with a sharp decline at the 400 level and further decline at the 500 level (Graph 1).

The major reason indicated for not giving library use assignments (Question 5) was that it would not be appropriate for the course, with 52% answering such. Only 11% answered that it was because the collection was inadequate, and 21% indicated they would not enhance course objectives. Other reasons, such as the following one from a member of the Biology department, were given by 16% of the faculty: "Course requirements are demanding--assigned work in library would be a burden; above average students do use the library."

The majority of the faculty (70%) inform their students about the bibliographic tools available in their discipline (Question 6; Table 7). A larger majority (77%) indicated that their course objectives would be furthered if their students had more knowledge of the Library's resources. However, only 44% plan to take advantage of the specialized bibliographic lectures in the next academic year, and only 12% felt that the lectures are not applicable to their courses.

	YES		NO		NOT APPLICABLE	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Inform students about bibliographic tools	77	70%	18	16%	15	14%
Feel students' knowledge of the Library's resources furthers course objectives	82	77%	16	15%	9	8%
Aware of special lectures offered by Reference Department	79	70%	30	27%	4	4%
Plan to take advantage of special lectures in 1980-81 academic year	45	44%	45	44%	12	12%

Table 7: Faculty, Attitudes Towards Students' Knowledge of the Library's Resources (Question 6)



Graph 1: Faculty, Library Use Assignments (Question 4)

B. The Library Collection

The majority of the faculty does not perceive the Library's collection as being adequate either for curricular or research needs (Question 7, table 8). However, a larger percentage feels that the periodical collection is adequate for both these needs, than feels the book collection is adequate. The perceived adequacy of the book and periodical collections does vary by academic department (Tables 9-11). Generally the faculty who believe the Library's book collection is adequate for either their teaching or research needs, also feel they are more able to order books to meet these needs than do those faculty who believe the collection is inadequate (Questions 7 and 10; Tables 9 and 10).

Over half of the faculty request 25+ books per year be ordered for the Library (Question 9; Table 12), with only 5% answering that they never make requests for books to be ordered. A large majority (86%) feel the Library is helpful regarding their book pruchase requests. Only 5% indicated that they are never informed about the status of their book purchase requests, with about equal numbers (31%, 31%, and 34%) indicating they are sometimes, usually, and always informed.

	ADEQUATE		INADEQUATE	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Book Collection, Curricular	46	41%	66	59%
Book Collection, Research	13	12%	99	88%
Periodical Collection, Curricular	52	46%	60	54%
Periodical Collection, Research	21	19%	91	81%

Table 8: Faculty, Perceived Adequacy of the Collection (Question 7)

	Adequacy of Book Collection:		Ability to Order Books To Support Teaching:		
	Adequate	Inadequate	Sometimes	Usually	Always
Biology	1 (10%)*	9 (90%)	3 (36%)	4 (50%)	1 (13%)
BA & Economics	5 (63%)	3 (38%)	0 (0%)	5 (63%)	3 (38%)
Chemistry	1 (20%)	4 (80%)	1 (20%)	2 (40%)	2 (40%)
Education	10 (77%)	3 (23%)	0 (0%)	9 (82%)	2 (18%)
English	3 (33%)	6 (67%)	4 (50%)	2 (25%)	2 (25%)
Fine Arts	1 (13%)	7 (88%)	2 (29%)	4 (57%)	1 (14%)
Geology	1 (25%)	3 (75%)	0 (0%)	2 (67%)	1 (33%)
History	1 (9%)	10 (90%)	7 (70%)	2 (20%)	1 (10%)
Languages	3 (33%)	6 (67%)	1 (14%)	5 (71%)	1 (14%)
Mathematics	4 (57%)	3 (43%)	1 (17%)	5 (83%)	0 (0%)
Philosophy	0 (0%)	1 (100%)	0 (0%)	0 (0%)	1 (100%)
Phys Ed & Health	2 (50%)	2 (50%)	1 (33%)	2 (67%)	0 (0%)
Physics	3 (100%)	0 (0%)	0 (0%)	2 (67%)	1 (33%)
Political Science	3 (50%)	3 (50%)	1 (17%)	2 (33%)	3 (50%)
Psychology	5 (63%)	3 (38%)	0 (0%)	6 (75%)	2 (25%)
Sociology	3 (75%)	1 (25%)	0 (0%)	3 (75%)	0 (0%)
Urban Studies	0 (0%)	2 (100%)	1 (50%)	1 (50%)	0 (0%)

Table 9: Faculty, Perceived Adequacy of Book Collection for Curricular Needs and Perceived Ability to Order Books to Support Teaching (Questions 7a and 10a)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

	Adequacy of Book Collection:		Ability to Order Books To Support Research:			
	Adequate	Inadequate	Never	Sometimes	Usually	Always
Biology	0 (0%)*	10 (100%)	0 (0%)	3 (43%)	3 (43%)	1 (14%)
BA & Economics	1 (13%)	7 (88%)	0 (0%)	2 (29%)	2 (29%)	3 (43%)
Chemistry	1 (20%)	4 (80%)	0 (0%)	4 (80%)	0 (0%)	1 (20%)
Education	4 (31%)	9 (69%)	0 (0%)	2 (18%)	8 (73%)	1 (9%)
English	0 (0%)	9 (100%)	1 (13%)	4 (50%)	2 (25%)	1 (13%)
Fine Arts	1 (13%)	7 (88%)	2 (29%)	2 (29%)	3 (43%)	0 (0%)
Geology	0 (0%)	4 (100%)	0 (0%)	3 (100%)	0 (0%)	0 (0%)
History	0 (0%)	11 (100%)	3 (30%)	7 (70%)	0 (0%)	0 (0%)
Languages	0 (0%)	9 (100%)	0 (0%)	5 (71%)	1 (14%)	1 (14%)
Mathematics	2 (29%)	5 (71%)	0 (0%)	2 (33%)	4 (68%)	0 (0%)
Philosophy	0 (0%)	1 (100%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Phys Ed & Health	2 (50%)	2 (50%)	0 (0%)	1 (50%)	1 (50%)	0 (0%)
Physics	0 (0%)	3 (100%)	0 (0%)	1 (33%)	2 (67%)	0 (0%)
Political Science	0 (0%)	6 (100%)	0 (0%)	3 (50%)	2 (33%)	1 (17%)
Psychology	2 (25%)	6 (75%)	0 (0%)	3 (38%)	5 (63%)	0 (0%)
Sociology	0 (0%)	4 (100%)	0 (0%)	3 (75%)	1 (25%)	0 (0%)
Urban Studies	0 (0%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)

Table 10: Faculty, Perceived Adequacy of Book Collection for Research Needs and Perceived Ability to Order Books to Support Research (Questions 7b and 10b)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

	CURRICULAR NEEDS: Adequate	Inadequate	RESEARCH NEEDS: Adequate	Inadequate
Biology	2 (20%)*	8 (80%)	0 (0%)	10 (100%)
BA & Economics	4 (50%)	4 (50%)	0 (0%)	8 (100%)
Chemistry	0 (0%)	5 (100%)	0 (0%)	5 (100%)
Education	8 (62%)	5 (39%)	7 (54%)	6 (46%)
English	6 (67%)	3 (33%)	2 (22%)	7 (78%)
Fine Arts	1 (13%)	7 (88%)	0 (0%)	8 (100%)
Geology	2 (50%)	2 (50%)	0 (0%)	4 (100%)
History	6 (55%)	5 (46%)	3 (27%)	8 (73%)
Languages	4 (44%)	5 (56%)	1 (11%)	8 (89%)
Mathematics	6 (86%)	1 (14%)	2 (29%)	5 (71%)
Philosophy	1 (100%)	0 (0%)	0 (0%)	1 (100%)
Phys Ed & Health	2 (50%)	2 (50%)	2 (50%)	2 (50%)
Physics	1 (33%)	2 (67%)	0 (0%)	3 (100%)
Political Science	3 (50%)	3 (50%)	2 (33%)	4 (67%)
Psychology	4 (50%)	4 (50%)	2 (25%)	6 (75%)
Sociology	2 (50%)	2 (50%)	0 (0%)	4 (100%)
Urban Studies	0 (0%)	2 (100%)	0 (0%)	2 (100%)

Table 11: Faculty, Perceived Adequacy of the Periodical Collection for Curricular and Research Needs (Question 7c and 7d)

	Absolute Frequency	Adjusted Frequency
100+ requests per year	12	11%
50-99 requests per year	17	16%
25-49 requests per year	28	26%
5-24 requests per year	35	33%
1-4 requests per year	9	9%
0 requests per year	5	5%

Table 12: Faculty, Book Requests Per Year (Question 9)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

C. Services and Operations

The hours of operation of the Library are suited to the needs of a large majority of the faculty both during the week (94%) and on the weekends (84%) (Question 12). Over half of the faculty use the Library's books and periodicals once a month or more (Question 13; Table 13). Only 26% obtain Reference assistance once a month or more, with 43% seeking assistance once a semester or more, and 32% never seeking Reference assistance. Inter-Library Loan (ILL) requests are made at least once a semester by 59% of the faculty, with 41% never requesting ILL's.

The service in all departments of the RSS Library is perceived as competent, willing, and courteous by at least 93% of the faculty (Question 14).

Question 15 dealt with the level of satisfaction with the ILL service. Of those faculty utilizing the service, 76% answered that they are usually or always satisfied with it; 10% indicated that they are never satisfied with the service.

Though 47% of the faculty indicated that they are aware of the computerized literature search services available at the Medical University (Question 16), only 12% have taken advantage of the service. However, 83% indicated that they would use this service if it were available at the RSS Library. Over half of the faculty in every department except Mathematics and Physical Education & Health indicated that they would utilize the service at the RSS Library; and all the members of half of the departments indicated they would use it.

	at least once a day	at least once a week	at least once a month	at least once a semester	never
Consult books for teaching	4 (4%)*	40 (37%)	46 (42%)	16 (15%)	3 (3%)
Consult books for research	0 (0%)	34 (32%)	41 (38%)	26 (24%)	6 (6%)
Consult periodicals for teaching	0 (0%)	27 (25%)	45 (41%)	26 (24%)	11 (10%)
Consult periodicals for research	0 (0%)	28 (26%)	40 (37%)	29 (27%)	10 (9%)
Use Information Files for teaching	0 (0%)	1 (1%)	5 (5%)	17 (17%)	80 (78%)
Use Information Files for research	0 (0%)	1 (1%)	8 (8%)	14 (14%)	79 (78%)
Reference Assistance	0 (0%)	6 (6%)	21 (20%)	45 (43%)	34 (32%)
Request ILL	0 (0%)	4 (4%)	15 (14%)	45 (41%)	45 (41%)
Use xerox machine	1 (1%)	29 (28%)	34 (33%)	16 (16%)	23 (22%)

Table 13: Faculty, Frequency of Use of Specific Materials and Services (Question 13)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

Over half of the faculty (68%) indicated that if a library book they want is not on the shelf, they always or usually inquire about its status at the Circulation Desk (Question 17); with only 9% never inquiring about the status of the book. If the desired book is not checked out, over half of the faculty (55%) always or usually ask the Circulation Department to process a Search Request on the book; 29% never do. Of those faculty who never initiate Search Requests, 49% indicated that it is because they were not aware the service was available; 43% simply do not want to use the service; and only 1% indicated it is because of dissatisfaction with the service in the past. Of those faculty who do use the search service, 42% indicated that the books are usually located within one week; 25% indicated two weeks; 11% indicated three weeks; and 15% indicated that the books are usually not located.

To locate facilities in the Library (Question 18), 81% of the faculty always or usually read posted signs. To locate Library materials, 91% of the faculty always or usually read posted signs.

Question 20 asked for additional comments about the Library's services and materials. Only 36% of the faculty responded to this question. A major concern lies with the Library's budget and the resulting inadequacy of the collection. The following comment was given by a member of the English Department: "The Library needs to be higher on the list of priorities for the college. The amount of money allocated for book purchase is pathetic." The other major complaints were that the shelves are often in disorder, and the Library is often too noisy. There were a few negative comments about the Library staff as a whole or the staff in a particular department. However, there were many more positive comments about the Library staff such as this one: "As for service from the Library staff, I am in general pleased with performances."

Student Survey

A. Library Instruction

A little over half of the students who participated in the study have had the Library 101 course at the College of Charlestion (Table 14). Only 11% of the students have never had any formal library instruction.

	YES		NO	
	Absolute Frequency	Adjusted Frequency	Absolute Frequency	Adjusted Frequency
Library 101	210	51%	205	49%
Library course at another college	25	6%	390	94%
Specialized lecture at College of Charleston	33	8%	383	92%
Specialized lecture at another college	28	7%	388	93%
Instruction in high school	236	57%	179	43%
Never had any formal instruction	46	11%	368	89%

Table 14: Student, Types of Formal Library Instruction Received (Question 3)

B. Services and Operations

Question 4 was concerned with the frequency of visits to the Library during the first seven weeks of classes, the second seven weeks of classes, and final and midterm exam times. During all times the largest number of students, at least 40%, frequent the Library once a week or more, but not daily (Table 15).

The most frequent reason given for not using the Library more often was because it is too noisy; 37% of the students gave this response (Question 5; Table 16). The next most frequent responses were that the Library did not have the materials needed for course related needs (18%); and that there was no need to use a library for course related needs (17%). A large number of students (34%) provided "other" reasons such as the following: "The buzzing noise, especially upstairs, is very annoying;" or "I do most of my studing at home;" and, "Too crowded."

A large majority of the students find the hours of operation of the Library suited to their needs (Question 6). Only 7% of the students feel the Library's hours are not suited to their needs on weekdays; 28% find the hours unsuitable on weekends; and 13% indicated they are not suitable during exam times.

	Once a day or more	Once a week or more	Once a month or more	Never
First Seven Weeks of Classes	77 (19%)*	193 (47%)	107 (26%)	30 (7%)
Second Seven Weeks of Classes	79 (20%)	199 (49%)	105 (26%)	22 (5%)
Final or Midterm Exams	115 (29%)	162 (41%)	54 (13%)	65 (16%)

Table 15: Student, Frequency of Visits to the Library (Question 4)

	Absolute Frequency	Adjusted Frequency
Lacks materials needed for course needs	49	18%
Lacks materials wanted for recreation	27	10%
Personnel are rude	7	3%
Personnel are incompetent	3	1%
Library is too noisy	101	37%
Use other libraries	35	13%
No need to use a library for course needs	47	17%
No need to use a library for recreation	8	3%
Other	141	34%

Table 16: Student, Reasons for Not Using the RSS Library (Question 5)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

Question 9 was concerned with the frequency of use of various materials and services. The most frequent use of the Library by the largest percentage of students is for the purpose of studying their own materials: 53% use it once a week or more for this reason (Table 17). However, consulting Library books for course related needs is the reason given by the largest percentage of students (90%) for using the Library once a semester or more. Using the Information Files either for course needs or recreational needs is the reason given by the smallest percentage of students (39% and 24%) for using the Library once a semester or more. The same percentage of students (79%) use the Library for the purpose of reading Reserve materials as use it for the purpose of consulting Library periodicals for course related needs; and they are used about equally frequently. Library books are consulted by more students (63%) for recreational needs than are Library periodicals (50%). Reference assistance is obtained by 69% of the students once a semester or more. The xerox machines are used by 76% of the students once a semester and more. Almost half of the students (47%) use the Library to socialize once a semester or more, with 15% using it for this reason once a week or more.

	at least once a day	at least once a week	at least once a month	at least once a semester	never
Study using own materials	71 (18%)*	138 (35%)	90 (23%)	44 (11%)	55 (14%)
Read Reserve materials	3 (1%)	61 (15%)	99 (25%)	150 (38%)	82 (21%)
Consult books for courses	1 (0%)	72 (19%)	157 (40%)	123 (32%)	37 (10%)
Consult books for recreation	1 (0%)	33 (8%)	83 (21%)	131 (33%)	145 (37%)
Consult periodicals for courses	2 (1%)	53 (14%)	115 (29%)	138 (35%)	84 (21%)
Consult periodicals for recreation	6 (2%)	26 (7%)	54 (14%)	110 (28%)	192 (50%)
Use Information Files for courses	1 (0%)	10 (3%)	48 (12%)	93 (24%)	237 (61%)
Use Information Files for recreation	0 (0%)	5 (1%)	25 (7%)	65 (17%)	292 (76%)
Reference assistance	0 (0%)	29 (8%)	71 (18%)	164 (43%)	121 (31%)
Use xerox machine	2 (1%)	58 (15%)	113 (29%)	124 (32%)	93 (24%)
Socialize	11 (3%)	43 (12%)	55 (15%)	64 (17%)	198 (53%)

Table 17: Student, Frequency of Use of Specific Materials and Services (Question 9)

To locate facilities and materials in the Library 82% of the students will always or usually read posted signs (Question 7). Of those students who do not use the signs to locate facilities and materials, 40% indicated it is because they were not aware of the signs; 28% indicated it is because the signs do not give clear or adequate information; only 2% indicated it is because they do not trust the signs; and 28% gave "other" reasons such as: "I already know where everything is," or "Signs aren't as visible as they should be," (Question 8).

The students were asked in Question 10 to indicate subject areas in which the Library's book collection is deficient. Over half of the students (57%) answered the question. There were a range of answers given. Many students (14% of those answering the question) felt that they did not know enough about the Library's collection to answer the question. Another 14% felt that the Library's book collection is adequate. Some of the subject areas which were listed most frequently as being areas in which the Library's collection is inadequate are: business, education, literature, and biology. Several students expressed dissatisfaction with the periodical holdings; and several said the Library is deficient in materals for recreational reading. There were two students who indicated that the Library's collection is inadequate in all subject areas.

Question 11, which was concerned with the types of library use assignments given in particular courses, did not yield any useful data. However, it was intended to yield data similar to that obtained from Question 4 of the Faculty survey.

The service in all departments is perceived as being competent by at least 90% of the students (Question 12; Table 18). The staff in all departments is perceived as being willing to help and courteous by at least 80% of the students.

Only 32% of the students indicated that if a Library book they want is not on the shelf, they will always or usually inquire about its status at the Circulation Desk; 38% will inquire about it sometimes (Question 13). If the desired book is not checked out, only 15% will always or usually ask the Circulation Department to process a Search Request on the book; 11% sometimes do; and 74% never ask for a Search Request to be processed. Of those students who never initiate Search Requests, 90% indicated that it is because they were not aware the service was available; 7% do not want to use the service; and only 1% indicated that it is because of dissatisfaction with the service in the past. Of those students who do utilize the Search service, 34% indicated that the books are usually located within one week; 43% indicated two weeks; 7% indicated three weeks; and 6% indicated that the books are usually not located.

	Competent	Incompetent	Willing to help	Reluctant to help	Courteous	Rude
Circulation	201 (90%)*	21 (9%)	192 (87%)	28 (13%)	135 (92%)	12 (8%)
Reference	235 (99%)	3 (1%)	215 (91%)	19 (8%)	154 (93%)	12 (7%)
Special Collections	47 (94%)	3 (6%)	45 (83%)	9 (17%)	22 (85%)	4 (15%)
Technical Services	60 (91%)	5 (8%)	51 (90%)	6 (11%)	32 (94%)	2 (6%)

Table 18: Student, Perception of Service Received by Library Staff (Question 12)

*Numbers outside of parenthesis are absolute frequencies; percentages inside parenthesis are adjusted frequencies.

Question 14 asked for additional comments about the Library's services and materials. Almost half of the students (48%) responded to this question. One major complaint was that the Library is too noisy. The high level of noise is perceived as being caused by several things: students, the clocks and light fixtures, and the Library staff. Several students, such as the following, would like to see the Library's book circulation system improved: "I think a different system should be used for checking out books. The students should not have to waste valuable time filling out the cards with information on the books..." Some students, especially part-time and commuting students, would like to see the Library open more hours. There were complaints from several students about the Circulation staff being incomeptent (particulatly those believed to be student employees) and discourteous, and that the Reference staff is, "...rude and unwilling to answer questions." However, there were also several comments such as the following, "I have found the people at the circulation desk to be very helpful," and "the reference section (personnel) is most courteous and always quite helpful." Another area of concern lies with the disorder of the books and periodicals on the shelves.

Conclusions

The majority of the faculty and students do use the Library. More full-time students use the Library and use it more frequently than do part-time students.

Students view the Library primarily as a support to their education, both as a place to study and as a repository of books and periodicals to support their course related needs. However, it is also seen by many students as playing a role in providing materials for recreational reading, and as a place to socialize.

Though a large percentage of the faculty feels the Library's book and periodical collections are inadequate to support their research needs, the majority of them use these materials for this purpose at least once a semester. The ILL service plays an important role in supporting the literature needs of the faculty.

A large majority of the faculty indicated that they would use computerized literature search services if available at the RSS Library. The questionnaire did not ask if they would be willing to pay for the service. If there is a charge, the service may not be used as heavily by the faculty as anticipated. The use of this service by the faculty will probably have the effect of increasing the ILL requests.

Most of the faculty does view the Library as playing an important role in the educational process at the College of Charleston. This is evidenced both in their use of Library materials and in the assignments required of their students. However, since a majority of the faculty feels the Library's book and periodical collections are inadequate to support curricular needs, the educational role of the Library would probably increase if these collecitons were improved.

A large majority of the faculty has indicated that they do feel knowledge of the use of bibliogrpahic tools is valuable to their students. However, many of them do not take advantage of the specialized lecture service offered by the Reference Department. This should be explored further to determine why this service is not used more and what the faculty are doing in lieu of it, so improvements in and alternatives to the service can be made to insure that students are receiving the best possible library use instruction.

The Library staff is viewed by a large majority of the faculty and students as being competent, courteous, and willing to help. The students voiced more dissatisfaction with the staff than did the faculty. The staffs in the public service areas need to be particularly concerned with how they are being perceived by patrons.

The major areas of dissatisfaction with the Library lie with the inadequacey of the book and periodical collections, the noise level, and the disorderliness of the books and periodicals in the library stacks.